

Y E A R 1	Genres covered and writing across the curriculum	Cross Curricular Opportunities	Non-Fiction	Fiction	Poetry
		<ul style="list-style-type: none"> • Writing about themselves, holidays and using senses. • Arctic animal descriptions, poems and reports. • Advert for school, including new building • Instructions – how to build a school • Job description and diary of an athlete 	<ul style="list-style-type: none"> • Write labels, lists and captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. 	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories that use the language of fairy tales +traditional tales. • Write stories that mimic significant authors. 	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Innovate traditional poems
		Reading	Composition	Writing	Communication
		Word Reading		Transcription inc spelling	Grammar
	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Use adjectives to add detail. • Use names of people, places and things. • Re-read writing to check it makes sense • Write about more than one idea. • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. 	<ul style="list-style-type: none"> • Sit and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Spell words containing 40+ learned phonemes. • Spell common exception words • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed. Leave spaces between words. 	<ul style="list-style-type: none"> • Use the word ‘and’ to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing 	<ul style="list-style-type: none"> • Sift information and focus on the important points. • Use subject specific vocabulary to explain and describe. • Speak in a way that is clear and easy to • Ensure stories have a setting, plot and a sequence of events. • Recount experiences with interesting detail. • Take turns to talk, listening carefully to the contributions of others. • Read aloud writing clearly enough to be heard by peers and the teacher.
	Comprehension				
	<ul style="list-style-type: none"> • Discuss and predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. Infer what characters are like from actions 				

GPC –grapheme phoneme correspondence

Y E A R 2	Genres covered and writing across the curriculum	Cross curricular opportunities	Non-Fiction	Fiction	Poetry	
		Write a letter detailing some of the amazing spaces and place you have visited in the UK. Write a diary entry recounting the events of the Great Fire of London. Write an explanation of how food travels from field to fork Design a poster of your scientific invention, persuading others to buy it.	<ul style="list-style-type: none"> • Write diary entries. • Write explanations. • Write instructions, for example, How to catch Minotaur. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. 	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write a mythical story. • Write stories that use the language of fairy tales +traditional tales, adding an exciting twist. • Write stories that mimic significant authors. 	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. 	
		Reading	Writing			Communication
		Word Reading	Composition	Transcription	Grammar	
		<ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. • Use the correct tenses. • Organise writing in line with its purpose. • Group related information. 	<ul style="list-style-type: none"> • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words. • Use spellings rules. • Write simple dictated sentences. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exceptions • Spell contraction words • Add suffixes • Use the possessive apostrophe. (singular) (for example, the girl's book) 	<ul style="list-style-type: none"> • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify • Use subordination (when, if, that or because). • Use coordination (or, but). • Use features of standard written English. • Use present and past tenses correctly, • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. • Use and understand grammatical terminology <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<ul style="list-style-type: none"> • Suggest words or phrases appropriate to the topic • Identify homophones. • Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. • Identify syllables within words. • Predict events • Give just enough detail to keep the audience engaged. • Vary language between formal and informal according to the situation. • Add humour to a discussion or debate where appropriate. • Read aloud writing with some intonation.
	Comprehension					
	<ul style="list-style-type: none"> • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on what is being said and done. 	<ul style="list-style-type: none"> • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 				

Y E A R 3	Genres covered and writing across the curriculum	Cross-Curricular Opportunities	Non Fiction	Fiction	Poetry	
		-Instructions- write a recipe for a bowl of delicious soup - Explanations- construction and How things work - Non- chronological reports on a tour of Europe -E-books -Recount of an Ancient Greek visit	<ul style="list-style-type: none"> • Write a letter to persuade. • Write recounts. • Write explanations. • Write non-chronological reports. • Write formally. 	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write a fable, including mythical creatures and animals, with a moral at the end of the tale. • Write stories of adventure and mystery. • Write letters. • Write playscripts to perform 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write poems with a given structure (for example, a tanka and kenning) 	
		Reading	Writing			Communication
		Word Reading	Composition	Transcription	Grammar	
		<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). 	<ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. • Use organisational devices such as headings and sub headings. • Organise paragraphs around a theme. • Use a mixture of simple, compound and complex sentences. 	<ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Use prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell correctly often misspelt words. 	<ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> -Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Using the present perfect form of verbs in contrast to the past tense. -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Using conjunctions, adverbs and prepositions to express time and cause. -Use word family, conjunction, adverb, preposition, direct speech, inverted commas prefix, consonant, vowel, clause, subordinate clause. 	<ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Use time, size and other measurements to quantify. • Use verbs with irregular endings. • Bring stories to life with expression and intonation. • Make relevant comments or ask questions in a discussion
	Comprehension					
	<ul style="list-style-type: none"> • Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). 					

Y E A R 4	Genres covered and writing across the curriculum	Cross-Curricular Opportunities	Non-fiction	Fiction	Poetry	
		<ul style="list-style-type: none"> Non-chronological reports on raging rivers Persuasive writing linked to recycling Arguments linked to local study Switzerland. Explanations linked to electricity. Historical recounts based on the Romans Journalistic writing linked to history themes. 	<ul style="list-style-type: none"> Write recounts. Write persuasively. Write explanations. Write non-chronological reports. Write in a journalistic style. Write arguments. Write formally. 	<ul style="list-style-type: none"> Write stories set in places pupils have been. Write stories that contain mythical, legendary or fantasy characters or events. Write stories involving issues and dilemmas. Write letters. Write plays. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. 	<ul style="list-style-type: none"> Learn by heart and perform a significant poem. Write poems with a specific structure (for example a cinquain) 	
		Reading	Writing			Communication
		Word Reading	Composition	Transcription	Grammar	
	<ul style="list-style-type: none"> Continue to apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). Read further exception words, noting the spellings. 	<ul style="list-style-type: none"> Compose and rehearse sentences orally. Plan, write, edit and improve. Use the perfect form of verbs to mark relationships of time and cause. Use connectives that signal time, shift attention, inject suspense and shift the setting. Sequence paragraphs. Write sentences that include: <ul style="list-style-type: none"> conjunctions adverbs direct speech, punctuated correctly clauses adverbial phrases. 	<ul style="list-style-type: none"> Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Using fronted adverbials. Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. pronoun, possessive pronoun, adverbial. 	<ul style="list-style-type: none"> Understand some phrases beyond the literal interpretation. Use vocabulary appropriate to the topic/audience. Use varied sentence lengths. Use intonation to emphasise grammar and punctuation when reading aloud. Read aloud writing to a group or class. Read the audience to know when to add detail Respectfully challenge opinions or points, offering an alternative. 	
	Comprehension					
	<ul style="list-style-type: none"> Recognise some different forms of poetry. Explain and discuss understanding of reading, maintaining focus on the topic. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarise these. Identify how language, structure and presentation contribute to meaning. Ask questions to improve understanding of a text. 					

Y E A R 5	Genres covered and writing across the curriculum	Cross Curricular Opportunities	Non-Fiction	Fiction	Poetry	
		Conflict and War poems Historical stories Letters/postcards Biographies and Diaries Journalistic linked to Volcanoes Stories and tales from around the world Stories retelling legacies A fairground ride explanation.	<ul style="list-style-type: none"> • Write instructions. • Write explanations. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally. • Write a persuasive radio or television broadcast 	<ul style="list-style-type: none"> • Write stories that contain mythical events. • Write stories of adventure. • Write stories of mystery and suspense. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. • Write vivid descriptions of Shakespeare characters 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write limericks. • Write poems that convey an image (simile, word play, rhyme and metaphor). 	
		Reading	Writing			Communication
		Word Reading	Composition	Transcription	Grammar	
		<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes Comprehension <ul style="list-style-type: none"> • Recommend books to peers, giving reasons for choices. • Identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Learn a wide range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Check that the book makes sense, discussing understanding and exploring the meaning of words in context. • Ask questions to improve understanding. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Use the techniques that authors use to create characters, settings and plots. • Guide the reader by using a range of organisational devices, including a range of connectives. • Write paragraphs that give the reader a sense of clarity. • Write sentences that include: <ul style="list-style-type: none"> • modal verbs • brackets • parenthesis a clear subject and object <ul style="list-style-type: none"> • hyphens, colons and semi colons • bullet points. 	<ul style="list-style-type: none"> • Write fluently and legibly with a personal style. • Use prefixes, applying guidelines for adding them. • Spell some words with silent letters (knight, psalm solemn). • Distinguish between homophones and other words that are often confused. 	<ul style="list-style-type: none"> • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Use passive verbs to affect the presentation of information in a sentence. • Use the perfect form of verbs to mark relationships of time and cause. <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs or adverbs to indicate degrees of possibility. • Use grammatical terminology when discussing writing and reading: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. 	<ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Use adventurous vocabulary. • Explain the meaning of words • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Narrate detailed and exciting stories. • Use conventions and structure appropriate to the type of story being told. • Negotiate and compromise by offering alternatives.

Y E A R 6	Genres covered and writing across the curriculum	Cross-Curricular Opportunities. Space poems The body explanations Modern Egypt reports and persuasion. Iron Age explanations Mayan and Egyptian reports Space travel debates Local study report Blogging.	Non-Fiction		Fiction		Poetry
			<ul style="list-style-type: none"> • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally. 		<ul style="list-style-type: none"> • Write science fiction stories. • Write stories of mystery and suspense. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. • Write stories which contain flashbacks and changes in time. 		<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write poems that convey an image (simile, word play, rhyme and metaphor).
		Reading	Writing				Communication
		Word Reading	Composition	Transcription	Grammar		
		Comprehension					
	<ul style="list-style-type: none"> • Continue to apply knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> • Note, develop and research ideas. • Plan, draft, write, edit and improve. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing • Write paragraphs that make sense if read alone. • Write cohesively at length. • Write sentences that include: <ul style="list-style-type: none"> -relative clauses -relative pronouns - a mixture of active and passive voice -hyphens, colons and semi colons. 	<ul style="list-style-type: none"> • Write fluently and legibly with a personal style. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. 	<ul style="list-style-type: none"> • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Indicate grammatical and other features by: <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon • Punctuating bullet points consistently. • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points. 	<ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume. • Recognise and explain some idioms. • Understand irony • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. • Comment on the grammatical structure of a range of spoken and written accounts. • Interweave action, character descriptions, settings and dialogue. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. 		

